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ABSTRACT

This directory lists innovative teacher education programs at all institutions of higher education in Colorado as well as many public schools. Initial contact was with the dean of the school of education or chairman of the education department, followed by interviews with other staff members. Although there are probably programs in the state not included, those listed suggest the variety of approaches being used. The information provided for each of the 14 programs includes the title, budget, number served, level served, objectives, description, evaluation, special features, and names of contacts. An additional seven programs are listed with brief information and notations on special features. A few programs are included which are not operative at the present time, either because they have not yet begun or have been completed or phased out. They are included because their unique ideas or special contributions to teacher education are believed to be of value. (MBM)

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COLORADO INNOVATES:

A Directory of Alternative Teacher Education Programs

Compiled by

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Staff Associate

SOCIAL SCIENCE EDUCATION CONSORTIUM,, INC:

Under a sub-contract from the

COLORADO COMMISSION ON HIGHER EDUCATION

August, 1971

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INTRODUCTION

In April, 1969 the Colorado Commission on Higher Education received a Training of Teacher Trainers (TTT) grant from the U. S. Office of Education. The TTT program, a nationwide effort initiated under the Education Professions Development Act of 1967, seeks to implement reform in our educational system through the education of teachers and, more particularly, through the education of educators. Major thrusts of the program also include:

- creating new ways to build genuine participation by community members in major educational decisions;
- creating new teacher education programs which involve cooperation between professional educators and faculty from academic disciplines in the design and implementation of more powerful teacher education curricula;
- providing a rich multicultural experience for all who intend to teach.

The overall objective of the Colorado TTT program was to promote the development of more effective inservice and preservice teacher education programs for teachers working in inner city ghetto schools by organizing summer workshops for teacher educators in Colorado. These summer programs, run in 1969 and 1970, were to provide participants with a personal experience with ghetto life which would enable them to organize more effective teacher education programs. Participants in Colorado TTT represented a "critical mix" of people involved in curriculum design and implementation--college faculty from schools of education and the arts and sciences, public school faculty and administrators, community representatives.

The program focused on participants':

- learning through direct contact with the life styles of minority, disadvantaged children;
- developing more effective ways for teachers to base their instruction on an awareness of their students' learning needs and abilities;

- finding forms of cooperation between representatives of the critical mix of teacher trainers;
- finding ways by which members of the community can influence decisions about the education of their children.

In February, 1971, the Colorado Commission contracted with the Social Science Education Consortium to carry out the final stage of the Colorado TTT program--an evaluation of the program to identify possible future directions.

The follow-through program assessed the extent to which the participants in the summer programs had implemented TTT objectives in their employing institutions. In the process of interviewing TTT participants and their institutional representatives, we learned of many other programs around the state designed to achieve goals stressed by the national TTT program. Furthermore, we began to notice common or typical kinds of reforms in the new programs. Professional semesters or years, early field experience, competency-based training, community involvement, cross-cultural awareness, public school-university cooperation are just a few examples of the new directions.

To get a clear picture of the statewide pattern of innovation, we decided to inventory teacher education programs at all institutions of higher education in Colorado and at as many public schools as seemed feasible. In order to do as systematic a survey as our budget would allow, we visited or contacted by phone all institutions in the state offering courses required for certification. In most cases, initial contact was made with the dean of the school of education or chairman of the education department. We then conducted interviews with others within the colleges or universities who were identified by deans, department chairmen, and colleagues.

The task of assessing the state of inservice teacher education within the public schools was a more difficult one. Our limited budget did not permit a system-by-system inventory such as the one conducted at the college level.

Instead, we relied on leads provided by the persons we interviewed in the colleges and in the public schools. Undoubtedly, there are many more programs being conducted throughout Colorado which are representative of the type and quality of program which will achieve TTT objectives. Nevertheless, the programs described here are the ones we heard about. They are probably the most publicized programs and they suggest the variety of approaches which are being used to provide needed inservice teacher education in different regions in the state.

A sincere effort was made to obtain written descriptions of all programs. There is always a certain amount of loss between the interviewee's verbal description and the interviewer's written notes, and we wanted to be sure to represent all programs as fairly as possible. In cases where we had incomplete information, we talked with program directors by telephone to obtain such information. We apologize for errors of interpretation or omission, and urge you to contact the program director for further information or clarification.

A few programs are included which are not operative at the present time. Some of these have not yet begun and others have been completed or phased out. They have been included here because of their unique ideas or contributions to teacher education.

- Frances Haley
Boulder, Colorado

August, 1971

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STATE OF COLORADO

INSTITUTIONS OF HIGHER EDUCATION
Offering Courses Necessary for Teacher Certification

Institution	Address and Telephone No.	Dean or Dept. Chairman
Adams State College	Alamosa, Colorado 81101 589-7011	Eugene T. Kelly
Colorado College	Colorado Springs, Colorado 80904 473-2233	Charlotte Mendoza
Colorado, Univ. of	Hellems Annex Boulder, Colorado 80302 443-2211, ext. 6937	Karl Openshaw
Colorado, Univ. of Denver Center	1100 14th St. Denver, Colorado 80202 892-1117, ext. 276	Thomas Barlow
Colorado State Univ.	C123 Social Science Bg. Ft. Collins, Colorado 80521 491-5305	Herbert Smith
Denver University	East Evans & South York Sts. Denver, Colorado 80210 753-1964	Robert J. Stalcup
Ft. Lewis College	Durango, Colorado 81301 247-7157	Donald Whalen
Loretta Heights College	3001 S. Federal Blvd. Denver, Colorado 80205 922-4368	Carl Barnhardt
Metropolitan State College	333 W. Colfax Denver, Colorado 80205 292-5190, ext. 262	George Brooke
Northern Colorado, Univ. of	McKee Hall Greeley, Colorado 80631 351-2817	Bruce Broderius
Regis College	50th & Lowell Blvd. Denver, Colorado 80210 433-8471	Loretta Konecki
Southern Colorado State College	Pueblo, Colorado 81005 549-2681	Clifford Bebell
Temple Buell College	1800 Pontiac St. Denver, Colorado 80022 394-6012	Joel Greenspoon
Western State College	Gunnison, Colorado 81230 943-0120	Robert Corneer

INSTITUTION: Adams State College, Alamosa, Colorado

PROGRAM: Adams State College Cooperative Teacher Education Program

BUDGET: $19,450. $15,500 paid by Adams State; $3,950 paid by Los Alamos Public Schools

SERVED: 1970: 9; 1971: 12

LEVEL SERVED: Pre-service, elementary

OBJECTIVES:

To provide students pursuing degrees in elementary education with a realistic blending of methods instruction, student teaching practice, and experience in innovative instructional programs.To produce knowledgeable and competent beginning teachers who are able to function well in the decision-making, instructional, and human relationships aspects of the teaching profession. Specific objectives have been outlined for the student, the school district, and the college. These may be obtained from the project directors.

PROGRAM:

Student teachers are assigned to the Los Alamos Public Schools for a period of twenty weeks (two college quarters). During this time, they live in the community. They have the opportunity to complete 30 to 36 quarter hours of work in professional education, replacing the basic methods and general education courses normally required on campus. Instruction in the program is provided by teams of public school teachers, chosen for their recognition as master teachers and their interest and preparation in specific subject areas. A methods course in a specific subject area is followed by teaching in that area. Students then take another methods course and teach the second subject; after completing methods courses in math, language arts, reading, science, and social studies, they teach all subjects for a three week period. Concurrent with these activities are seminars in observation, educational media, and educational measurements. All courses are taught by personnel of the Los Alamos Public Schools.

EVALUATION:

An evaluative instrument was constructed by a committee of students and instructors, designed to measure both the theoretical and practical aspects of the program. Results for both years (1970 and 1971) revealed that the program was regarded as a desirable change in approaches to teacher education The 1971 program was somewhat revised as a result of the 1970 evaluation.

SPECIAL FEATURES: Cooperation between the public school and the teacher training institution; identification and utilization of teachers in the public school system to serve as methods teachers and cooperating teachers; in-depth time spent in the public schools by student teachers; simultaneous experience with theory and method.

FOR FURTHER INFORMATION, CONTACT: Mrs. Hazel Craker, Box 435, Los Alamos, New Mexico 87544, Phone: 505-666-2559; Dr. Eugene Kelly Adams State College, Alamosa, Colorado 81101, Phone: 303-589-7011

INSTITUTION: Adams State College

PROGRAM: Adams State College Teacher Corps

BUDGET: $200,000. for two years, supported by a grant from U.S. Department of Health, Education and Welfare, Office of Education

SERVED: 1970-71 and 1971-72: 26 students
1972-73 and 1973-74: 30 students

LEVEL SERVED: Pre-service, elementary education majors

OBJECTIVES:
To establish a competency-based teacher education program which can be integrated into the teacher education program of Adams State College. To involve parents as decision-makers in the public schools.

PROGRAM:
Teacher Corps interns are assigned to local public schools as staff members. During the two years in the teacher corps, they work towards competencies which are being established by a group which includes college students, public school teachers, college professors, and community people. While attempting to reach their individual levels of competencies, Teacher Corps members are also attempting to help the public schools to which they are assigned reach their long range goals.

EVLUATION: The staff of the Teacher Corps Program are currently in the process of examining and trying various evaluation models. Further details are available from the Project Director.

SPECIAL FEATURES: Competency based instruction; individualized instruction for Teacher Corps members; community involvement; integration of the model into the regular teacher education program.

FOR FURTHER INFORMATION, CONTACT: Lawrence Gomez, Director, Adams State College, Alamosa, Colorado 81101, Phone: 303-589-7802

INSTITUTION: Colorado, University of

PROGRAM: Undergraduate Pre-service Teacher Education Program (UPSTEP)

BUDGET: $347,000. for 15 months; National Science Foundation Grant; additional funds for two succeeding years to be negotiated.

SERVED: Approximately 600 students will be served by some phase of the program the first year; additional numbers will be served as the program progresses

LEVEL SERVED: Pre-service; elementary and secondary.

OBJECTIVES:

To develop a teacher training program which will provide new interdisciplinary courses in science, social science and mathmatics which emphasize the structure of the disciplines, broad concepts and skills, inquiry processes, and applications to teacher education, and which provide for individually selected and conducted laboratory experiences; provide professional education which places students in experiential, laboratory-like environments which are flexible, realistic, and stimulate involvement, which prepare them as high-level professionals for modern school programs, and which utilize self-paced units (or modules) of instruction; integrate pre-service and in-service training of teachers through cooperative University-public school programs; establish, maintain, and improve communications and cooperative endeavors between the University and the public schools, between the Arts and Sciences faculties and the School of Education, and between all UPSTEP personnel and the several curriculum projects in science, social science, and mathematics.

PROGRAM:

The CU UPSTEP program is divided into two phases. The first phase is composed of three two-year components, one each in science, social science, and mathematics. Each of these components is an interdisciplinary program, with laboratory experiences, extending over four semesters. Students progress from the first phase to a second phase which is composed of two components--one in elementary education and one in secondary education. Each Phase II component reinforces the subject matter learning of Phase I, while emphasizing the professional knowledge of teaching and of schools that future teachers will soon be using. Each component includes laboratory, internship, and student-teaching experience. Present throughout Phases I and II will be a variety of observation, tutoring, and small group instruction, which are integral parts of all five components. UPSTEP students will spend up to three clock-hours per week in public school classrooms during both sophomore and junior scholastic years.

EVALUATION: The "Contact, Input, Process, Product" model for evaluation, developed originally at the Ohio State University Evaluation Center, has been adopted. This model is designed specifically to aid in providing information to support planning, programming, implementing, and recycling decisions. Evaluation will result in further refinement and change of the present proposed program.

SPECIAL FEATURES: Interdisciplinary; serves both secondary and elementary; cooperation between public schools and university and between school of education and academic areas; use of campus laboratory for training.

FOR FURTHER INFORMATION, CONTACT: Dr. John Haas, University of Colorado, 334 Hellems Annex, Boulder, Colorado 80302, Phone: 303-492-2211, ext. 8796 or 8155

INSTITUTION: Colorado University, Denver Center

PROGRAM: Teacher Preparation for Urban Schools

BUDGET: $60,000, Noyes Foundation; $11,000 Denver Center and School of Education

SERVED: 30 students first year

LEVEL SERVED: Pre-service, secondary

OBJECTIVES:

To provide a teacher education program for secondary students in English and social studies which will: provide emphasis on attitudes, skills, methods, and materials for teaching in urban schools; rovide students with specific content courses intimately related to understanding urban cultures and problems; Provide students with opportunity to explore and participate in the culture of urban areas throughout three semesters; Provide students with guided experiences as tutors and teacher aides in urban schools for three semesters; provide students with access through weekly seminars to guests knowledgeable in city, school, and minority group problems; provide students with full-time pay as interns for one semester; stablish a close working relationship with university instructors, student teaching supervisors, public school teachers and administrators, as well as community agencies.

PROGRAM:

A two year (junior and senior) plus summer program, designed to prepare students to teach in urban schools, provides special experiences as follows: 1) course work directed towards methods, materials, discussions, lectures and assignments related to urban schools; 2) educational experiences involving tutoring and work as teacher aides in urban classrooms; 3) seminars held each week throughout the two years of the program; the first year these seminars will be devoted to general problems of the cities and the schools and the second year to specific problems of teaching and to interpersonal relations; 4) cultural experiences designed to thoroughly familiarize students with minority cultures through participation; 5) a five-day intensive immersion experience in the inner-city prior to the start of the program for all staff members; 6) full-time teaching internship on a paid basis to replace student teaching; 7) establishment of close working relationships between university instructors, student teaching supervisors, public school teachers, and administrators.

EVALUATION: Evaluations will be made individually and in teaching teams during the internship; informal, subjective evaluation has been chosen in preference to standardized tests; however program directors will experiment with a variety of tests.

SPECIAL FEATURES: Secondary students; in-depth training in cultural awareness; in-depth training in problems of urban schools and urban areas; paid internship to replace student teaching; all secondary education requirements oriented towards problems of urban education.

FOR FURTHER INFORMATION, CONTACT: Dr. Donald Gallo, University of Colorado, Denver Center, 1100 14th St., Denver, Colorado 80202, Phone: 892-1117,ext.362

INSTITUTION: Colorado State University

PROGRAM: Project Communi-Link

BUDGET: Funded by the U. S. Office of Education, Adult Education Act, Title III; $250,000 for the first year; refunding will be approximately $300,000 for 1971-72.

SERVED: Two rural communities in each of nine Western states; the project has directly worked with 70 to 100 people in each of these communities; the outreach of the 70 to 100 is inestimable

LEVEL SERVED: Adult Basic Education

OBJECTIVES:

The ultimate objective of Project Communi-Link is the improvement of professional and paraprofessional leadership, planning, and implementation of basic educational programs which then more effectively mobilize and utilize community resources to fulfill needs of rural disadvantaged adults. Specific objectives include the determination of communication patterns in designated states and communities; the provision of on-site instructional consultative assistance as support toward establishment of communicative linkages; provision of a workshop to experience "intercommunicative" approach and to evolve a communicative linkage mechanism; assistance to teams from target communities in the establishment of communications networks; and continuous project evaluation.

PROGRAM:

Project Communi-Link visits state level officials in the various target states to identify personnel at the state and local levels who will be supportive of the program and will also visit rural areas where their program might successfully be carried out. The project then conducts one or more workshops on the CSU campus to provide community representatives and state level personnel with a special "intercommunicative experience" in the form of the simulation game, Microville. This workshop also provides community representatives the opportunity to develop a plan of action for a communications linkage mechanism adapted to the basic adult education needs of their respective communities. Additional workshops are held on a regional, state, or local community basis. The project makes several revisitations to each rural community to provide follow-up assistance and consultation.

EVALUATION: Both formal and informal evaluative measures will be used. Prior evaluations and data will be obtained in communities being served and terminal evaluations made at the end of the project year to determine community change and the impact of the project on the community. The CSU Human Factors Laboratory has been subcontracted to assist with evaluation, as well as a three to five man team of evaluative consultants not connected with the project. Evaluative results are being compiled at the present time and may be obtained from the project director.

SPECIAL FEATURES: Adult basic education; methodology for involvement of community people from rural areas; use of simulation techniques to establish communications linkages.

FOR FURTHER INFORMATION, CONTACT: Dr. James M. Kincaid, Director
Project Communi-Link, Colorado State University, Ft. Collins, Colorado 80521,
Phone: 491-6867

INSTITUTION: Northern Colorado, University of

PROGRAM: Teacher Training Experience for Inner City Schools

BUDGET: Tuition waiver by UNC for participating students; provision of bus by UNC for field trip to Four Corners area

SERVED: 24 students fall quarter, 24 students spring quarter

LEVEL SERVED: Pre-service, elementary and secondary

OBJECTIVES:

The objectives for the Teacher Training Experience for Inner City Schools were designed in three areas: 1) the prospective teacher's understanding of and attitudes toward himself; 2) his understanding of and attitudes toward pupils and the processes of education; 3) his understanding and attitudes toward the educational system as an institution. Objectives representative of each category have been selected to indicate the thrust of the program.

The student will: enlarge his perceptual field to become more open and receptive to new experiences; expand his understanding of the extent to which his belief system influences the manner in which he perceives and relates to his fellow man and to the world about him; expand his capacity to perceive psycho-social causes of behavior through an understanding of the socio-cultural environment of children; increase his acceptance of the importance of being non-judgmental in his work with children; gain understanding of the multifaceted personal and professional role of the teacher, and knowledge of means through which the teacher can most effectively attain personal and professional satisfaction in his work; gain knowledge concerning the power structure and financial control of the school.

PROGRAM:

Students receive 18 hours credit for the teacher education core courses during one quarter of work. Methods and student teaching are the only education courses remaining after the one quarter experience. Participants spend much of the first four weeks of the quarter engaged in concentrated study in areas related to the specific course offerings of the program. The first week of the experience is a camping trip into the Four Corners area of the Southwest including daily visits to BIA and community schools as well as hiking, camping, and discussion periods. A three week on-campus period follows. The final phase of the program is a five-week live-in experience with a family in the inner city whose life-style is significantly different from that of the participant. One-half day a week during this period is spent working with children as a teacher-assistant in an urban deprived school of the participant's choice. Students also work at community and private agencies and participate in seminars to discuss solutions to the sociological, psychological, and educational problems encountered during the program.

EVALUATION: Evaluative instruments used are the Dogmatism Scale by Rokeach (1960), Evaluation Scale VII, Kerlinger (1969), and The Personal Orientation Inventory by Everett Shostrom. In addition, subjective evaluations are done by staff members, supervising teachers, principals, and members of the live-in families. Students write weekly reaction reports and evaluations of all instructional activities.

SPECIAL FEATURES: Live-in experience for in-depth understanding; training for inner-city teaching; group dynamics; special program to replace regular education courses.

FOR FURTHER INFORMATION, CONTACT: Dr. Roy Krosky, University of Northern Colorado, Greeley, Colorado 80631, Phone: 351-2920

INSTITUTION: Northern Colorado, University of

PROGRAM: University of Northern Colorado - Manual High School Project

BUDGET: 1969-70: $77,000; 10% contributed by UNC, 10% Denver Public Schools, 80% Denver Model Cities Program
1970-71: $190,000; 20%, UNC; 12%, Denver Public Schools; 68%, Denver Model Cities
1971-72: budget is now under negotiation.

SERVED: 60 undergraduate teacher education students at UNC; 1600 students at Manual High School; 105 faculty members at Manual High School; and the populace of the Manual community

LEVEL SERVED: Pre-service and in-service; elementary and secondary

OBJECTIVES:
There are three major objectives for the UNC-Manual Project. They are: 1) to provide a relevant education to the students at Manual High School; 2) to design a relevant teacher education program at the University of Northern Colorado; 3) to enhance the existing program of educational administration at UNC. Each of these general objectives is supported by specific objectives to reach the major goals.

PROGRAM:
There are two major phases to the UNC-Manual Project. The first consists of an in-service program for the teachers at Manual High School, as well as supportive services provided to the teachers at Manual by UNC. This includes such services as tutoring, specialized class offerings, and consultant services. The second major phase of the project is the redesign of the teacher education program at UNC. Sixty students are chosen in their freshmen year to participate in the program. The first segment of the program involves in-depth observation and exposure to the public schools, as well as curriculum offerings on the UNC campus relative to cultural and societal needs observed in the schools. The second segment involves more detailed work with classroom situations, including teacher aide work and micro teaching. During the third segment students spend time on campus and take a seminar designed by the arts and science faculty of the university, dealing with psychological, sociological, and educational areas. At this same time students are trained to establish communication patterns among themselves and between themselves, community, and school. The final phase involves classroom observations and student teaching in order to apply previous learning experiences in a practical situation. A unique aspect of this program is that planning is done primarily by students, community members, and people from the schools of education and of arts and science.

EVALUATION: Evaluation has been conducted of the program and within the program. Procedures can be obtained from the project director.

SPECIAL FEATURES: Unique cooperating relationship between the university, the public school, the school of education, the school of arts and sciences, and the community; program decision-making by community members and students; training for understanding of minority cultures; replacement of "core curriculum" with interdisciplinary seminar.

FOR FURTHER INFORMATION, CONTACT: Dr. Donald Luketich, UNC-Manual High School Project, 1007 20th St., Greeley, Colorado 80631, Phone: 303-351-2468

INSTITUTION: Southern Colorado State College

PROGRAM: Teacher Corps

BUDGET: $500,000. for two years, supported by a grant from U.S. Department of Health, Education and Welfare, Office of Education

SERVED: 32

LEVEL SERVED: Pre-service, undergraduate

OBJECTIVES:

Teacher Corps is designed to bring about improvements in public school education and in teacher education, and is focused particularly on the education of disadvantaged children. The program will concentrate on the following training areas: cultural understanding, interpersonal relationships, and community based education.

PROGRAM:

The Southern Colorado State College Teacher Corps has several components, including pre-service training, in-service training, training of the public school teachers working with the students, and evaluation. In addition, there is a neighborhood program as well as a cross-cultural component. Interns are given intensive language training in either Spanish or Ute. Participants enter the program at the junior level and during the in-service phase of the program are assigned to one of four elementary schools--two in Pueblo, one in Rocky Ford, and one in Ignacio. Interns are placed in the schools in teams of eight, working with children, teachers, parents, and other community members. The team member or intern does not replace the regular teacher; rather, his task is to give additional help to students, while acquiring the skills of a teacher of the disadvantaged. Within the community, he works in education-related projects, such as tutorial centers, home visits, and community projects. Teacher Corps members live as well as work in the community they serve. Interns receive a stipend of $90 a week plus $15 a week for each dependent, along with moving and travel expenses; health insurance is provided and they do not have to pay any tuition fees for college work.

EVALUATION: The Center for Research and Education will work with project personnel to establish evaluation criteria and procedures. Measurements will be made through evaluation forms, interviews, observation (both participant and non-participant), and measurements of the various products of the project components. Information will be collected at quarterly intervals and a final report will be delivered to the project director at the end of the project. The final report will contain recommendations for changes in future Teacher Corps Programs and evaluation of the degree to which the terminal project objectives were achieved. Information regarding evaluative procedures and tentative results can be obtained from the project director.

SPECIAL FEATURES: Competency based; community based; training for cross cultural understanding; cooperation between university, community, and public schools; in-depth experience within the public schools.

FOR FURTHER INFORMATION, CONTACT: Mr. Juan Trujillo, Director, Southern Colorado State College Teacher Corps, Library Building, Pueblo, Colorado 81005, Phone: 303-549-2759

INSTITUTION: Southern Colorado State College

PROGRAM: Master of Arts in Teaching

BUDGET: Because the program is still in the planning stage, final budget figures have not been determined.

SERVED: Estimated 100 master's degree students by the end of the first year of full operation.

LEVEL SERVED: Graduate students at the master's level

OBJECTIVES:

The Master of Arts in Teaching program is primarily designed for certified elementary or secondary teachers who wish to obtain additional competency in teaching, enrich their backgrounds in the liberal arts, and obtain additional breadth or depth in their disciplinary subject. The program is based on the belief that effective teaching requires both scholarship and professional competence. Therefore, emphasis is placed on the study of academic subjects, professional education, and related supporting activities. Eight competency areas have been developed for effective teachers. They are: planning, interacting with students, evaluating student progress, analyzing and evaluating teacher and the classroom environment, developing the curriculum, interpersonal competencies, socio-cultural competencies, and professional competencies.

PROGRAM:

The basic approach of the Division of Education of Southern Colorado State College towards establishing the M.A.T. program has been: 1) formulating statements of competencies expected of the professional teacher; 2) identifying the extent to which applicants for the MAT program possess or lack these competencies; 3) planning programs with MAT candidates; 4) providing experiences calculated to assist each person to achieve the competencies deemed necessary for him; and 5) assessing this achievement in order to provide reasonable assurance that the individual receiving a Master's degree is a fully competent teacher. At the present time the program is in the developmental stage, and will be operative in the Fall of 1972.

EVALUATION: Evaluation will be emergent as the program becomes functional. The planners and participants will be involved in evaluating the various components of the program and the effectiveness of the objectives.

SPECIAL FEATURES: Competency based; flexible; permits tailoring of master degree work to the experiences, needs, background, and aspirations of the candidates.

FOR FURTHER INFORMATION, CONTACT: Dr. Clifford Bebell, Southern Colorado State College, Pueblo, Colorado 81005, Phone: 549-2681

INSTITUTION: Bell Junior High School, Golden, Colorado

PROGRAM: Human Relations Master Plan

BUDGET: $5,000 per year from January 1970 through December, 1973.

SERVED: 900 students, 40 staff, plus community people

LEVEL SERVED: In-service; junior high; teachers and students

OBJECTIVES:

The desired outcomes of the human relations development program at Bell Junior High School are: 1) a move toward a system of greater student and schoolwide self-discipline; 2) greater student and teacher involvement in school improvement; 3) increased goal clarification and commitment to school objectives; 4) greater individualization of instruction to meet student needs; 5) increased teacher listening, counseling, and caring for students and others--students and teachers will be happier; 6) increased open communication between all concerned--students, home, staff, and administration. For example, there will be less negative faculty room and faculty meeting talk and more positive alternatives offered; 7) greater acceptance of responsibility by all for making of decisions concerning themselves; and 8) greater understanding of self and others

PROGRAM:

The program is designed around three basic categories: 1) man's relation to self, 2) man's relation to man, and 3) man's relation to society. Initially, attention was focused on the first two categories, specifically the reduction of negative self-concept in students. Objectives were divided into three levels: Level 1, those that could be implemented the first year; Level 2, those that would be further developed the first year, but probably not implemented until the second year; and Level 3, those that will be further developed and implemented the third year. At each level, the project has stated objectives, implementation activites, and evaluation activities. One example is given here for clarification.

Objective: Each student should have at least one experience in self-discipline each school day. Implementation Activities: Students will be allowed a period of time each school day during which he will have total responsibility to select and adopt an activity. The practice of requiring students to bring notes from home will be discontinued.

EVALUATION: Each implementation activity has an evaluation activity. For example, the evaluation activity for the above stated objective is: The number of students obtaining self-directed status will be an indication of greater acceptance of self-discipline. Attendance statistics will be maintained by para-professionals to determine the percentage of student attendance as compared to attendance with parents writing notes for absences. A higher percentage of attendance will indicate greater self-discipline on the students' part. In addition, continuous evaluation of all objectives and implementation activities is being carried out during the project.

SPECIAL FEATURES: Cooperative decision-making between staff, students, school board members and parents; training for improved human relations for both students and teachers; "humanization" of the school.

FOR FURTHER INFORMATION, CONTACT: Mr. Dick County, Assistant Principal, Bell Junior High School, 1001 Ulysses, Golden, Colorado 80401, 303-279-6627

INSTITUTION: Cherry Creek Schools

PROGRAM: The University of Colorado-Cherry Creek Schools Teacher Education Program

BUDGET: First year, ESEA Title III Planning Grant, $39,000; second year, shared financing by University of Colorado and Cherry Creek Schools, $75,000 total; third year, $94,000. EPDA Grant; fourth year, $75,000 EPDA Continuation Grant; next year, $50,000 EPDA Continuation Grant. The Cherry Creek Schools have a differentiated staffing program, not covered in this description, which is partially supported by portions of the above funds.

OBJECTIVES:

The primary objectives of the proposed teacher education program is to improve the quality of elementary and secondary teaching in Colorado. A long range objective is to have this program serve as a catalytic agent that stimulates the State's education institutions to innovate, to question traditional solutions, and to effect major cooperatively-planned improvements in education. Specific objectives of the program are: 1) to establish teacher preparation and continuing professional development as a continuous cooperative responsibility of both the university and the schools; 2) to increase the relevance of present teacher education programs to the real and rapidly changing social and educational problems the prospective teacher must deal with in today's schools; 3) to enable schools to develop and evaluate differentiated instructional roles and salary scales; 4) to minimize the wasteful loss of certificated teachers who leave the profession.

PROGRAM:

The proposed teacher program as presently structured spans seven years from enrollment in college until completion of three years of experience in operating schools. The first two years give the student a sound general education. The third and fourth years provide the first exposure to children and an actual school environment and begin the transition from university-oriented education to work and learning in the schools. The student serves as an instructional assistant for the equivalent of two days per week in schools and other community agencies during these third and fourth years. The other three-fifths of his time is devoted to university courses in general education, in his subject speciality and in his education courses. The fifth year consists of full time in the participating school districts, serving as a paid intern for about four-fifths of the day. The other one-fifth time is spent in university credit courses taught by the University faculty at the Cherry Creek Teacher Education Center. In the sixth and seventh years the student serves as a full-time resident in the schools with all the responsibilities of a certificated teacher. In addition, he continues to take one or two graduate courses each semester, which when coupled with two summers of graduate work can culminate in a Master's degree by the end of the seventh year. Specific features of the program differ slightly for prospective elementary and secondary teachers.

EVALUATION: The program outcomes as well as external conditions and constraints are assessed. Specific procedures and results are available from the project.

SPECIAL FEATURES: Integration of University and public schools; long-range planning; coordination with other education agencies and programs; field experience in schools as well as community agencies; paid employment as a part-time instructional assistant and as an intern; means for developing and assessing a new bridge to professional tenure

FOR FURTHER INFORMATION, CONTACT: Dr. Milton Schmidt, Cherry Creek Schools, 4700 South Yosemite Street, Englewood, Colorado 80210, Phone: 771-1184

INSTITUTION: Jefferson County School District R-1

PROGRAM: Secondary Education Institute

BUDGET: $86,000. U. S. Office of Education E.P.D.A. Grant

SERVED: 78 junior high school faculty members and administrators from four schools

LEVEL SERVED: Inservice, junior high

OBJECTIVES:

The prime objective was to change the perception of teachers as to their role in directing the learning of junior high school children. This required improvement upon inservice retraining methods by 1) extending the time devoted to this purpose; 2) providing the training in an operational situation; 3) stressing teacher sensitivity to the relationship between the processes and the content of learning; 4) involving principals, as instructional leaders, directly in the retraining efforts; 5) involving outside agencies, such as teacher training institutions and State Department of Education as active partners on a continuing basis; 6) deemphasizing the subject area departmentalization of the junior high school and emphasizing the interdisciplinary nature of learning and teaching; 7) providing lay assistant training, which focuses upon teacher need and team differences, in a situation that closely approximates future assignments.

PROGRAM:

The inservice training phase of the program involved the participants in the planning of the program; a training program designed to meet the needs of the participants which included sessions dealing with general assistance, lesson planning, team functions and support service, group dynamics and analysis of instruction, grouping, articulation of subject matter, student evaluation and personal and program evaluation.

EVALUATION: Evaluation results show that the general goal of improving upon past retraining efforts was accomplished. The project director has available specific evluation results on the program design, the impact on individuals and the host institution (Arvada Junior High School), and major strengths and weaknesses of the program.

SPECIAL FEATURES: Provision of training during the regular school year at a fully operational school; shift from teacher centered to student centered instruction; involvement of participants in planning and execution of the program; released time for participants for involvement in training

FOR FURTHER INFORMATION, CONTACT: Carl Zerger, Jefferson County Public Schools, Administration Building, 809 Quail St., Denver, Colorado 80215, Phone: 237-6941

INSTITUTION: Pueblo School District # 60

PROGRAM: Bi-Cultural Appreciation In-Service Program (BI-CAP)

BUDGET: This is a volunteer program; no funding

SERVED: 1968-69: 60; 1969-70: 30; 1970-71: 60

LEVEL SERVED: In-service

OBJECTIVES:

To develop competencies to recognize the problems and needs of school age youth in the Pueblo Public Schools. To develop awareness in every teacher of the problems faced by disadvantaged, regardless of their ethnic background. Representative objectives are to develop: positive attitudes toward teaching all children; desire to help children solve their problems; respect for all children as well as an understanding and respect for their various home cultures; a recognition that various cultures have contributed to the making of the community and the nation; an understanding of the position of the school and the teacher in helping the student to develop positive attitudes about himself and his community; an understanding of the effects of environmental, cultural, familial and school influences upon the development of the student's self-concept and values; a development of a self-evaluation by teachers of their ability to understand the factors creating the problems of limited success and also their ability to make provisions for these factors in the light of student needs.

PROGRAM:

Bi-CAP was started by a group of interested citizens in Pueblo and at SCSC. The first program was an in-service teacher training institute. Speakers came in to lecture on the problems and issues surrounding minorities. The second year, only new teachers in the Pueblo system were included. This year, the program is part of the Pueblo Public Schools in-service teacher program. Adams State College gives graduate credit for the program. The format this year is based on a workshop approach, utilizing the participants and any resource persons they should choose. Sessions were held on eight different dates, and on each date a session was conducted for elementary, junior high, and high school, making a total of 24 groups. The workshop problem for this year was "developing a positive self-concept," and included defining the problem and working towards its solution.

EVALUATION: Pre and post-testing procedures are used. Evaluative instruments used and results of the evaluative procedures may be obtained from the program contact.

SPECIAL FEATURES: In-service; cross-cultural understanding; program designed and implemented on a volunteer basis.

FOR FURTHER INFORMATION, CONTACT: Mrs. Arlene Sutton, Southern Colorado State College, Pueblo, Colorado 81005, Phone: 303-549-2681

INSTITUTION: Widefield School District 3

PROGRAM: Widefield Teacher Training Program

BUDGET: Three year grant from the U.S. Office of Education, Title III; approximately $20,000. per year; the school district has made $9,000 available to continue the program in the coming school year.

SERVED: 280 teachers to date

LEVEL SERVED: Inservice, elementary and secondary

OBJECTIVES:

The overall program objective of the Widefield Project was to develop a fully comprehensive individualized school program utilizing all facets of those exemplary and innovative programs which best seem to fit the system's needs. Specific objectives included staff retraining, student grouping on the basis of interest, developing materials to assist in the individualization of instruction, developing computer programs designed to provide student profiles from which learning prescriptions could be drawn.

PROGRAM:

The project strategies relied on staff retraining and development to accomplish the general objective. Brigham Young University was contracted to conduct teacher institutes during the summers of 1968, 1969 and 1970. Instructional strategies employed in these institutes included presentations, demonstrations, discussion and independent study. Participants then developed instructional units which were field tested with students during the summer to permit necessary revisions prior to the beginning of the fall term. Other activities included three midyear conferences on individualized instruction; establishment of demonstration centers at four schools; academic year inservice courses on specific topics as deemed desirable by the project staff; workshops to develop materials; and organizing and financing the travel of teachers to workshops and exemplary programs both within and outside the Widefield District.

EVALUATION: Program evaluations were conducted yearly by the project directors, representatives of the Colorado Department of Education and by Brigham Young University. These evaluations are highly favorable and indicate that the strategies of staff retraining and deployment and the development of instructional materials had the greatest impact in achieving the project's objectives.

SPECIAL FEATURES: Inservice; individualized instruction of teachers; retraining of entire school district staff; federally funded program assumed by school district; contract with university for staff inservice training.

FOR FURTHER INFORMATION, CONTACT: W.L. Stenson, Assistant Superintendent for Instructional Services, Widefield School District #3, 701 Widefield Drive, Security, Colorado 80911, Phone: 392-3481

OTHER INNOVATIVE PROGRAMS

There are agencies or institutions engaged in teacher education in Colorado conducting innovative programs which we feel should be included in this directory. However, sufficient information for a summary description was not available to us. Therefore, we are listing these programs with a notation on special features and information on whom to contact for further information.

CENTER FOR RESEARCH AND EDUCATION
P. O. Box 1768, Estes Park, Colorado 80517, Phone: 586-2381

The Center contracts with institutions to develop and staff programs in teacher education. They also seek funds to administer teacher training programs. Their goal is to expand the learning environment from the classroom to the larger society. They are particularly adept in programs for cross-cultural training, and have expertise in training Peace Corps workers.

For further information, contact: Richard Rocchio, Associate Director

CENTENNIAL SCHOOL DISTRICT R-1
P. O. Box 347, San Luis, Colorado 81152, Phone: 672-3691

Centennial has received a $25,000. Urban-Rural Schools planning grant from the U.S. Office of Education. The funds will be used to plan a five-year inservice training program for teachers, teacher aides, and administrative personnel, to make Centennial a continuous progress school system. Community members, public school personnel, and university people will be involved in the planning stage. Total five-year funding is expected to be approximately $250,000.

For further information, contact: Gilbert Garcia, Superintendent

HARRISON SCHOOL DISTRICT 2
1060 Harrison Road, Colorado Springs, Colorado 80906, Phone: 576-8360

Harrison has received a U.S. Office of Education Title III planning grant for $12,000. to train their staff in individualized instruction. They hope to receive $175,000. per year for three years following the initial grant. Their objective is to develop a program of diagnostic and prescriptive teaching that will enhance individualization of instruction and a system where students are active participants in the educational process.

For further information, contact: Lionel Robertson, Assistant Superintendent for Instruction

JEFFERSON COUNTY PUBLIC SCHOOLS
809 Quail Street, Denver, Colorado 80215, Phone: 237-6941

The Jefferson County Public Schools have offered a summer school program for their teachers for the last seven years. Since its inception, an average of 60 teachers per summer have taken advantage of the program, at a cost to the district of approximately $7,000 per year. Teachers can obtain ten quarter hours applicable to a degree program or an equivalent amount of semester hours for advancement on the salary schedule. The program focus for this summer is on humanizing the classroom, diagnosis of and prescription of remedies for learning difficulties, small group techniques, and coordination and planning for team teaching. Teachers may pay $12.00 per credit hour tuition in order to receive University of Northern Colorado credit. The student summer school, which is a lab where teachers can try micro-teaching or teaching with behavioral objectives, runs simultaneously with the teacher summer school.

For further information, contact: Carl A. Zerger, Director Inservice and Summer School

LAKE COUNTY SCHOOL DISTRICT R-1
P. O. Box 977, Leadville, Colorado 80461, Phone: 486-0160

The Leadville schools have contracted with a private firm, Combined Motivation Education Systems, to train their staff. Training was geared to bring about attitude changes on the part of the teachers. Their goal was to develop positive attitudes toward self and toward students in order to promote a more conducive learning atmosphere. Participants in the project have started to notice a change in the students as well as the staff as a result of the program.

For further information, contact: Nels A. Sullivan, Superintendent

LORETTA HEIGHTS COLLEGE
3001 S. Federal Blvd., Denver, Colorado 80205, Phone: 922-4368

Loretta Heights College has developed a professional semester plan which provides for integrating the student teaching experience with course work in the areas of educational psychology and curriculum. The program emphasis is on potential teachers, students in the public schools, and others in the community with a general interest in the educational process.

For further information, contact: Carl Barnhardt, Chairman, Department of Education

THE MOUNTAIN VIEW CENTER FOR ENVIRONMENTAL EDUCATION
1441 Broadway, Boulder, Colorado 80302, Phone: 443-2211, ext. 8421

The Mountain View Center is supported by a grant from the Ford Foundation and is associated with the University of Colorado through the Department of Integrated Studies. They use the term "environment" in the broadest sense, to include the inanimate, the animate, and the human environments. Their aim is to help schools evolve toward better education through collaboration with consultants, principals and teachers in conducting workshops and working in classrooms.

For further information, contact: David and Frances Hawkins, Director and Co-Director